ED001884 A STATISTICAL ANALYSIS OF PUPILS' AND PARENTS' PERCEPTIONS OF THE EXTENDED DAY PROGRAM IN THE ELEMENTARY SCHOOLS: GRADE 3-8. Dible, Isable W. (Beverly Hills Unified School District, Beverly Hills, California). May 1964. 38p.

ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001884	N.A.	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): Dible, Isable W.

5. TITLE OF DOCUMENT ABSTRACTED: A Statistical Analysis of Pupils' and Parents' Perceptions of the Extended Day Program in the Elementary Schools: Grade 3-8

6. PUBLICATION TITLE: Curriculum Bulletin

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: Beverly Hills Unified
ORG. School District
ST. Beverly Hills,
CITY, STATE California

9. PUBLISHER OR SOURCE Beverly Hills Unified School District, Beverly Hills, Calif.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	May 1964	38

TELE. EXT.
INST/LOC CODE

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☐ NO ☒

COPYRIGHT RELEASE FILED YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (6-12)

gifted children	parents' perceptions	evaluation	
elementary school	pupils' perceptions	cognitive growth	
extended day program	statistical analysis	self-appraisal growth	
	questionnaires		

17. ABSTRACT (MAX. 250 WORDS)

The purpose was to obtain evaluative data from boys and girls enrolled in the school district's Extended Day Program for Academically Able and Talented Pupils, and from their parents, and to make comparisons between pupils' and parents' perceptions of the experience.

Two opinionnaires were developed for pupils and parents. They were administered to children from grades 3-4, 5-6, and 7-8 and their parents. Parents and pupils report considerable gains in growth, both cognitive and non-cognitive, as a result of participation in the program. Parents' and pupils' perceptions of this growth are quite similar and consistent in the cognitive areas, skills of learning and knowledge, significant above the one per cent level of confidence. "Ability to find information" was reported as the area" of least growth. The lowest correlation appears to occur in the non-cognitive self-appraisal items at the third-fourth grade level.

Reactions of boys and girls to the program are similar. Over 90% of parents at all grade levels and pupils from grades five through eight indicate a desire to continue in the program. 79% of third-fourth grade pupils report the same wish. These findings may be interpreted as a strong endorsement of the program.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

BEVERLY HILLS, CALIFORNIA

A STATISTICAL ANALYSIS OF PUPILS' AND PARENTS' PERCEPTIONS of the EXTENDED DAY PROGRAM in the ELEMENTARY SCHOOLS

GRADES THREE through SIX

A REPORT TO THE BOARD OF EDUCATION

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CURRICULUM BULLETIN NUMBER 25

Prepared by
ISABEL W. GIBLE
Director of Elementary Instruction

A STATISTICAL ANALYSIS OF PUPILS' AND PARENTS' PERCEPTIONS OF THE EXTENDED DAY PROGRAM IN THE ELEMENTARY SCHOOLS

Grades Three Through Eight

A Report to the
Board of Education

Prepared by

Dr. Isabel W. Dible

Director of Elementary Instruction

Beverly Hills, California

May, 1964

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION

Ernest Ach, President

Bernice Hutter, Vice-President

Ruth Bard

Elinor Nathan

George Zucker

Kenneth L. Peters, Superintendent of Schools

Bulletin #28

TABLE OF CONTENTS

		Page
	FOREWORD	i
I.	THE EXTENDED DAY PROGRAM AND INDIVIDUAL DIFFERENCES	1
II.	EVALUATION OF LEARNING	1
III.	CHARACTERISTICS OF THE POPULATION	2
IV.	PROCEDURES USED IN THE STUDY	2
V.	COGNITIVE AND NON-COGNITIVE CATEGORIES	3
VI.	FINDINGS FROM THE OPINIONNAIRES	4
VII.	CORRELATION BETWEEN PUPILS' AND PARENTS' PERCEPTION	8
VIII.	IDENTIFYING PROBLEMS; FUTURE PLANNING	16
IX.	SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS	19
X.	OBSERVATIONS	21
	BIBLIOGRAPHY	24

APPENDICES

APPENDIX A

Criteria For Identification Of State Gifted Minors — 26

Criteria Developed By The District For Identification Of Select Pupils With Special Talents And Interests — 27

APPENDIX B

Instruments Used In The Study Pupil Self-Evaluation — 29

Parent Evaluation Of Extended Day Program For Pupils With Special Talents And Interests — 31

TABLES

		Page
I.	Pupil Opinion Survey Self-Evaluation, Grades 3-4	5
II.	Pupil Opinion Survey Self-Evaluation, Grades 5-6	6
III.	Pupil Opinion Survey Self-Evaluation Grades 7-8	7
IV.	Parent Opinion Survey, Pupil Evaluation, Grades 3-4	9
V.	Parent Opinion Survey, Pupil Evaluation, Grades 5-6	10
VI.	Parent Opinion Survey, Pupil Evaluation, Grades 7-8	11
VII.	Correlation Between Pupils' And Parents' Perception Of The Extended Day Program, Grades 3-4	12
VIII.	Correlation Between Pupils' And Parents' Perception Of The Extended Day Program, Grades 5-6	13
IX.	Correlation Between Pupils' And Parents' Perception Of The Extended Day Program, Grades 7-8	14
X.	Pupil Self-Evaluation Compared With Parent Evaluation Of Pupil Performance In Cognitive Areas	15
XI.	Pupil Self-Evaluation Compared With Parent Evaluation Of Pupil Performance In Non-Cognitive Areas	17
XII.	Pupil Opinion Survey, Self-Evaluation: Profit, Problems, Continuation	18
XIII.	Parent Opinion Survey: Profit, Problems, Continuation	20

FOREWORD

This report to the Board of Education of the Beverly Hills Unified School District is the result of an investigation made by the Director of Elementary Instruction from data collected during the school year 1962-63.

The purpose of the inquiry was to obtain evaluative data from boys and girls enrolled in the school district's Extended Day Program for Academically Able and Talented Pupils and from their parents and to make comparisons between pupils' and parents' perception of the experience.

Although the study includes an analysis of the data collected, it is not intended to be a definitive statistical investigation. Rather, it may be called a descriptive study to gather additional information about endorsement, or lack of endorsement of the program, and to obtain clues for further procedures and plans.

Appreciation is due Dr. Marcella Bonsall, Consultant, Research and Guidance, Los Angeles County Schools, for her interest and assistance in initial tallies and to Mr. Lorenzo Paytee, Beverly Hills teacher, for his help in re-checking correlations.

More detailed information about the Beverly Hills Unified School District's Extended Day Program for Academically Able and Talented Pupils is available in the annual reports published by the district. These publications list types and descriptions of classes offered each school year, enrollments and grade levels of each group, and a résumé of the experiences and accomplishments of every class scheduled.

I. W. D.

THE EXTENDED DAY PROGRAM AND INDIVIDUAL DIFFERENCES

It has frequently been pointed out that the single most significant characteristic of human beings is their infinite capacity for difference: difference in physical appearance, difference in personality, difference in skills and abilities, difference in experience, and difference in the nature of their contributions to society.

It is important that gifted and academically able or talented children be placed in the perspective of individual differences rather than setting them apart in a general category too often referred to as unique, unusual or curious.

The Extended Day Program for Academically Able and Talented Pupils in Beverly Hills Schools was initiated to enable the school district to meet individual differences more effectively. It was believed that to be truly democratic, each student should be given every opportunity to develop his own capacity to learn.

EVALUATION OF LEARNING

Dr. Frazier of Ohio State has pointed out that the common concept of learning is that it has one dimension only: rate.[1] One speaks of fast learners and slow learners, acceleration and retardation. Further, knowledge is seen as having but one dimension: quantity. One hears of vast increases in amount of knowledge. Most typically, evaluation of pupils' achievement is accomplished by measuring the rate, and increase in knowledge is ascertained by measuring the amount.

These terms are very limiting. The vocabulary for practitioners (teachers and educators) has often not caught up with research.

This study attempted to evaluate experiences of pupils in a special program by dimensions other than rate and quantity. Rather, pupils were asked to participate in self-evaluation of their understandings and attitudes, and parents were asked to evaluate their children by observation of these qualities. Items were included in both cognitive and non-cognitive areas. Comparisons were made between pupils' and parents' perception of the program.

---

[1] Presentation at Los Angeles County Conference on Reading sponsored by Division of Elementary Education, Office of Los Angeles County Superintendent of Schools, January 30 and 31, 1962.

One purpose for collecting reactions and making the study was to obtain information and clues for planning the program. A second purpose for gathering the data was to compare pupils' and parents' perception of the program and to ascertain the degree of correlation between their responses.

CHARACTERISTICS OF THE POPULATION

The study attempted to evaluate the growth of 170 pupils enrolled in Extended Day Classes in the Beverly Hills Unified School District in late May, 1963. Pupils were from Grades Three through Eight and grouped into three classifications: 3-4, 5-6, 7-8.

Approximately 50 per cent of the pupils were identified as meeting criteria set up by the California State Department of Education for gifted minors. The other half met criteria established by the Beverly Hills Unified School District for pupils recommended for enrichment experiences beyond those of the regular school day. The district's criteria are included in Appendix A.

Data were obtained by distribution of an opinionnaire to both pupils and their parents. Only pupils who had been enrolled in the Extended Day Program during the entire school year were included in the distribution. Those pupils who found it necessary to withdraw before the end of the school year were not asked to respond. Graduation exercise practice interfered with completion of the form by five pupils. Of the 170 distributed, 13 others were absent, so that the total number of completed, usable forms was 152 or 89 per cent.

One hundred seventy opinionnaires were mailed to parents and an addressed, stamped envelope was enclosed, but no follow-up was made. One hundred forty-two or 83 per cent of the forms distributed to parents were completed and returned and were used in the study.

PROCEDURES USED IN THE STUDY

The two opinionnaires developed for pupils and parents to evaluate the Extended Day Program were patterned after those used in the California State Study of Educational Programs for Gifted Pupils reported to the California Legislature in 1961.[2] It is possible, therefore, to relate findings to those of the State Study.

---

[2] California State Department of Education, Educational Programs for Gifted Pupils, a Report to the California Legislature, Sacramento, January, 1961. pp. 268, 269, 271, 272.

Pupil self-evaluation forms were administered, completed and collected during the final class session of each course. Parent evaluation forms and return envelopes were mailed to parents. Copies of the pupil and parent opinionnaires may be found in Appendix B.

Pupils and parents were asked to evaluate growth on 12 items. The list of items to be rated on a five-point scale was adapted from questions used in the State Study. Responses were assigned weightings, ranked in order and per cent gains were computed.

A comparison was made between responses of pupils and their parents at each grade level. A Spearman Rank Order Correlation Coefficient (rho) was computed for each group. As a further check, a Pearson r was also obtained for each grade level.

Finally, items one through twelve were sorted and grouped into cognitive and non-cognitive categories for all three grade groups, and comparisons were made between pupils' and parents' reactions.

Items 13 through 15 asked for yes-no responses. They were tabulated and presented as a per cent of the total response for a specified population.

Although it was necessary to change the wording slightly for parents and pupils, the difference was usually only a pronoun, and the meaning of each item was kept identical for both groups.

No opionnaires were given to teachers because their responses would not represent the judgment of a group but, for each class, would be that of one or at the most, two persons, and so would be misleading.

No attempt was made to pair pupils' response with that of their own parents. Because of the high percentage of participation by both groups; however, the possibility of an isolated pupil or parent reaction was minimized.

COGNITIVE AND NON-COGNITIVE CATEGORIES

Each of the first twelve items on the opinionnaires, which measured per cent of gain in growth, were classified as "cognitive" or "non-cognitive." The categories and the definitions which follow were adapted from the State Study.[3]

> The items in the cognitive area had to do with skills of learning and knowledge. They were grouped under three main headings as follows:

---

[3] Ibid. pp. 98, 99.

C1. Subject matter competence (ability to solve problems, knowledge of subject matter, ability to see relationships and basic skills).

C2. "Intellectual modus operandi" (research skills, critical thinking ability, ability to experiment with things and ideas, and ability to work independently).

C3. Intellectual stimulus (interest in school, motivation toward learning and intellectual curiosity).

Items in the non-cognitive group or those areas having to do with relationships and attitudes were grouped under two headings as follows:

NC4. Relationships (ability to accept responsiblity).

NC5. Self-understanding (knowledge of strengths and weaknesses).

The coding C1, C2 and so on, is used in the tables of this report under the heading, Area.

FINDINGS FROM THE OPINIONNAIRES

Pupil Self-Evaluation

In Table I, the tabulation of responses to items one through twelve by third and fourth grade pupils is presented. In Tables II and III the same tabulations are reported for grades five-six, and seven-eight respectively.

At all three grade levels, 3-4, 5-6 and 7-8, per cent gain in the cognitive area "knowledge of the subject" (item 2) is ranked first by pupils. Growth in "interest in the subject area" (item 1) is ranked very high by grades 3-4 and 7-8; somewhat less by grades 5-6. All grade levels report lowest per cent gain in "ability to find information" (item 4). Increased interest in "experimenting or using new ideas" (item 11) is ranked higher by grades five through eight than by grades 3-4. Pupils in grades three through six report developing considerably more "interest in school" (item 3) because of participation in the program than do seventh and eighth grade students. Third and fourth grade pupils report significantly more growth in "enjoyment of learning" (item 8) than do other grade levels. Pupils in grades 5-6 indicate less gain in "knowledge of my strengths and weaknesses" (item 12) than either grades 3-4 or 7-8.

Although the data differentiate between girls' and boys' responses, their reactions to all items appear to be similar. One possible exception would be that seventh and eighth grade boys rank increase in "knowledge of their strengths and weaknesses," as a result of participation in the program, slightly higher than do girls.

TABLE I

EXTENDED DAY PROGRAM 1962-63

PUPIL OPINION SURVEY

SELF-EVALUATION

Grades 3-4

N = 43*

Area	Item		Opinion					Total weight	Rank order	Per cent gain
			Much less	Less	About same	More	Much more			
		Sex	(-2)	(-1)	(0)	(+1)	(+2)			
C3	1. Interest in the subject area (Literature, history, science, arithmetic	B			2	10	10	56	3	.65
		G			3	10	8			
C1	2. Knowledge of the subject area	B			0	4	18	80	1	.93
		G			0	2	19			
C3	3. Interest in school	B			1	17	4	45	7	.52
		G			4	14	3			
C2	4. Ability to find information	B			16	4	2	18	11	.21
		G			14	4	3			
C2	5. Ability to see how things go together (see relationships)	B			3	14	5	46	6	.53
		G			2	16	3			
C2	6. Ability to work well by myself	B			10	10	2	25	10	.29
		G			11	9	1			
C2	7. Ability to judge the usefulness of facts	B			2	14	6	51	5	.59
		G			3	11	7			
C3	8. Enjoyment of learning	B			2	10	10	62	2	.72
		G			1	8	12			
C3	9. Curiosity about learning new things	B			5	8	9	55	4	.64
		G			2	9	10			
NC4	10. Ability to accept responsibility	B			15	5	2	17	12	.20
		G			14	6	1			
C2	11. Interest in experimenting or using new ideas	B			8	10	4	33	8	.38
		G			9	9	3			
NC5	12. Knowledge of my strengths and weaknesses	B			12	8	2	26	9	.30
		G			10	8	3			

* Opinionnaires distributed 47
Opinionnaires returned 43
Per cent returned .91

Boys = 22
Girls = 21
Total 43

TABLE II

EXTENDED DAY PROGRAM 1962-63

PUPIL OPINION SURVEY

SELF-EVALUATION

Grades 5-6

N = 53*

Area	Item		Opinion					Total weight	Rank order	Per cent gain
			Much less	Less	About same	More	Much more			
		Sex	(-2)	(-1)	(0)	(+1)	(+2)			
C3	1. Interest in the subject area (Literature, history, science, arithmetic)	B G			3 4	15 10	12 9	67	7	.63
C1	2. Knowledge of the subject area	B G			0	8 3	22 20	95	1	.90
C3	3. Interest in school	B G			4 3	13 10	13 10	69	5	.65
C2	4. Ability to find information	B G			14 10	12 10	4 3	36	12	.34
C2	5. Ability to see how things go together (see relationships)	B G			6 2	12 10	12 10	68	6	.64
C2	6. Ability to work well by myself	B G			8 9	15 10	7 4	47	9	.44
C2	7. Ability to judge the usefulness of facts	B G			8 7	16 11	6 5	49	8	.46
C3	8. Enjoyment of learning	B G			15 12	8 7	7 6	41	11	.39
C3	9. Curiosity about learning new things	B G			7 3	8 6	15 14	72	4	.68
NC4	10. Ability to accept responsibility	B G			10 9	12 10	8 4	46	10	.43
C2	11. Interest in experimenting or using new ideas	B G			1 1	6 2	23 20	94	2	.89
NC5	12. Knowledge of my strengths and weaknesses	B G			2 1	10 7	18 15	83	3	.78

* Opinionnaires distributed 60
Opinionnaires returned 53
Per cent returned .88

Boys = 30
Girls = 23
Total 53

TABLE III

EXTENDED DAY PROGRAM 1962-63

PUPIL OPINION SURVEY

SELF-EVALUATION

Grades 7-8

N = 56*

Area	Item		Opinion: Much less (-2)	Less (-1)	About same (0)	More (+1)	Much more (+2)	Total weight	Rank order	Per cent gain
C3	1. Interest in the subject area (Literature, history, science, arithmetic)	B		1	5	15	10	59	3	.53
		G		1	5	12	7			
C1	2. Knowledge of the subject area	B		0	0	12	19	87	1	.78
		G			0	13	12			
C3	3. Interest in school	B		1	24	2	4	13	12	.12
		G			22	3	0			
C2	4. Ability to find information	B		0	18	7	6	26	11	.23
		G			18	7	0			
C2	5. Ability to see how things go together (see relationships)	B		0	9	15	7	54	4	.48
		G			7	11	7			
C2	6. Ability to work well by myself	B		0	15	13	3	32	9	.29
		G			15	7	3			
C2	7. Ability to judge the usefulness of facts	B		0	9	14	8	48	6	.43
		G			10	12	3			
C3	8. Enjoyment of learning	B		0	16	9	6	43	8	.38
		G			10	8	7			
C3	9. Curiosity about learning new things	B		0	8	14	9	52	5	.46
		G			10	10	5			
NC4	10. Ability to accept responsibility	B		0	19	9	3	29	10	.26
		G			12	12	1			
C2	11. Interest in experimenting or using new ideas	B		0	10	10	11	60	2	.54
		G			6	10	9			
NC5	12. Knowledge of my strengths and weaknesses	B		0	9	14	8	46	7	.41
		G			13	8	4			

* Opinionnaires distributed 63
Opinionnaires returned 56
Per cent returned .89

Boys = 31
Girls = 25
Total = 56

Parent Evaluation of Their Children's Participation

In Tables IV, V and VI are reported results of the parent survey. Parents, also, rank increase in "knowledge of the subject area" (item 2) first in per cent gain at all grade levels. Parents of seventh and eighth grade pupils rank "interest in the subject area" (item 1) next, but parents of pupils at other grade levels report less observed growth. Parents of 5-6 grade pupils indicate considerable gain in "interest in school" (item 3). Parents at all grade levels report observing greater "curiosity about learning new things" (item 9) than their children indicate. Parents of pupils in grades five through eight report marked gain in "stimulation to experiment and use new ideas" (item 11); whereas, parents of 3-4 grade pupils respond they observed least growth in this item. Parents, also, indicate least growth in "ability to find information" (item 4).

CORRELATION BETWEEN PUPILS' AND PARENTS' PERCEPTION

To learn what correlation might exist between pupils' and parents' perception of the program, a Spearman Rank Order Correlation Coefficient, rho, was computed for each grade level. As a further check, a Pearson r was obtained for each grade classification.

In Table VII, the results of the computation for the third-fourth grade group are reported. There is lack of correlation or relationship between pupils' and parents' perception at this grade level. It is most apparent in the two non-cognitive items 10, "ability to accept responsibility," and 12, "knowledge of my strengths and weaknesses." In both of these areas, parents report considerable observed growth as a result of participation in the program while pupils indicate little gain. The next greatest difference appears in item six, "ability to work well by myself (himself)" to which parents respond there is considerable observed growth and pupils report little change. Third and fourth grade pupils, on the other hand, report great growth in "enjoyment of learning," item eight, while parents indicate less observed gain.

In Table VIII, the correlation data for grades five-six is presented. The correlations between pupils' and parents' perception is remarkably high, in contrast to the lack of relationship found for grades three-four and is statistically significant at the one per cent level.

In Table IX, the relationship between seventh-eighth grade pupils' and parents' perception of the program is given. The correlation is significant at the one per cent level confidence.

To consider the information from another standpoint, all items one through twelve classified as cognitive (skills of learning and knowledge) were separated out and comparisons were made between pupils' and parents' responses. These data are presented in Table X. In all of the cognitive areas, the relationship between pupils' and parents' responses

TABLE IV

EXTENDED DAY PROGRAM 1962-63

PARENT OPINION SURVEY

PUPIL EVALUATION
Grades 3-4

N = 40*

Area	Item	Opinion					Total weight	Rank order	Per cent gain
		Much less	Less	About same	More	Much more			
		(-2)	(-1)	(0)	(+1)	(+2)			
C3	1. Interest in the subject area (Literature, history, science, arithmetic.)			4	16	20	56	6	.70
C1	2. Knowledge of the subject area			2	10	28	66	1	.83
C3	3. Interest in school			3	32	5	42	9	.53
C2	4. Ability to find information			7	28	5	38	11	.48
C2	5. Ability to see relationships			2	29	6	41	10	.51
C2	6. Ability to work well by himself			6	9	25	59	4	.74
C2	7. Ability to judge the usefulness of facts			3	25	12	49	8	.61
C3	8. Enjoyment of learning			8	9	23	55	7	.69
C3	9. Curiosity about learning new things			1	18	21	60	2	.75
NC4	10. Ability to accept responsibility			3	15	22	59	5	.74
C2	11. Stimulation to experiment and/or use new ideas			17	15	8	31	12	.39
NC5	12. Knowledge of his own strengths and weaknesses			4	12	24	60	3	.75

* Opinionnaires distributed 47
Opinionnaires returned 40
Per cent returned .85

TABLE V

EXTENDED DAY PROGRAM 1962-63

PARENT OPINION SURVEY

PUPIL EVALUATION

Grades 5-6

N = 50*

Area	Item	Opinion					Total weight	Rank order	Per cent gain
		Much less	Less	About same	More	Much more			
		(-2)	(-1)	(0)	(+1)	(+2)			
C3	1. Interest in the subject area (Literature, history, science, arithmetic)			8	22	20	62	7	.62
C1	2. Knowledge of the subject area				10	40	90	1	.90
C3	3. Interest in school			5	23	22	67	4	.67
C2	4. Ability to find information			27	18	5	28	12	.28
C2	5. Ability to see relationships			6	24	20	64	6	.64
C2	6. Ability to work well by himself			15	25	10	45	10	.45
C2	7. Ability to judge the usefulness of facts			10	29	11	51	8	.51
C3	8. Enjoyment of learning			24	16	10	36	11	.36
C3	9. Curiosity about learning new things			11	12	27	66	5	.66
NC4	10. Ability to accept responsibility			15	20	15	50	9	.50
C2	11. Stimulation to experiment and/or use new ideas			2	9	39	87	2	.87
NC5	12. Knowledge of his own strengths and weaknesses			5	15	30	75	3	.75

* Opinionnaires distributed 60
Opinionnaires returned 50
Per cent returned .83

TABLE VI

EXTENDED DAY PROGRAM 1962-63

PARENT OPINION SURVEY
PUPIL EVALUATION

Grades 7-8

N = 52*

Area	Item	Opinion					Total weight	Rank order	Per cent gain
		Much less	Less	About same	More	Much more			
		(-2)	(-1)	(0)	(+1)	(+2)			
C3	1. Interest in the subject area (Literature, history, science, arithmetic)		1	8	26	17	59	2	.57
C1	2. Knowledge of the subject area				21	31	83	1	.80
C3	3. Interest in school	38		12	2	16	12		.15
C2	4. Ability to find information	30		18	4	26	11		.25
C2	5. Ability to see relationships	18		22	12	46	5		.44
C2	6. Ability to work well by himself	27		17	8	33	10		.32
C2	7. Ability to judge the usefulness of facts	19		23	10	43	6.5		.41
C3	8. Enjoyment of learning	22		21	9	39	8.5		.38
C3	9. Curiosity about learning new things	16		22	14	50	4		.48
NC4	10. Ability to accept responsibility	21		23	8	39	8.5		.38
C2	11. Stimulation to experiment and/or use new ideas	15		18	19	56	3		.54
NC5	12. Knowledge of his own strengths and weaknesses	20		21	11	43	6.5		.41

* Opinionnaires distributed 63
Opinionnaires returned 52
Per cent returned .83

TABLE VII

CORRELATION BETWEEN PUPILS' AND PARENTS'

PERCEPTION OF THE EXTENDED DAY PROGRAM, 1962-63

Grades 3-4

Question-naire Item	Pupil N = 43 X	Parent N = 40 Y	Rank Order Pupils' R_x	Rank Order Parents' R_y	Difference D	D^2
1	56	56	3	6	3.0	9
2	80	66	1	1	0	0
3	45	42	7	9	2.0	4
4	18	38	11	11	0	0
5	46	41	6	10	4.0	16
6	25	59	10	4.5	5.5	30.25
7	51	49	5	8	3.0	9
8	62	55	2	7	5.0	25
9	55	60	4	2.5	1.5	2.25
10	17	59	12	4.5	7.5	56.25
11	33	31	8	12	4.0	16.00
12	26	60	9	2.5	6.5	42.25
						Σ = 210

Spearman Rank Order
Correlation Coefficient rho = + .2658

TABLE VIII

CORRELATION BETWEEN PUPILS' AND PARENTS'

PERCEPTION OF THE EXTENDED DAY PROGRAM, 1962-63

Grades 5-6

Questionnaire Item	Pupil N = 53 X	Parent N = 50 Y	Rank Order Pupils' R_x	Rank Order Parents' R_y	Difference D	D^2
1	67	62	7	7	0	0
2	95	90	1	1	0	0
3	69	67	5	4	1	1
4	36	28	12	12	0	0
5	68	64	6	6	0	0
6	47	45	9	10	1	1
7	49	51	8	8	0	0
8	41	36	11	11	0	0
9	72	66	4	5	1	1
10	46	50	10	9	1	1
11	94	87	2	2	0	0
12	83	75	3	3	0	0
						$\Sigma = 4$

Spearman Rank Order
Correlation Coefficient rho = .9861

TABLE IX

CORRELATION BETWEEN PUPILS' AND PARENTS'

PERCEPTION OF THE EXTENDED DAY PROGRAM, 1962-63

Grades 7-8

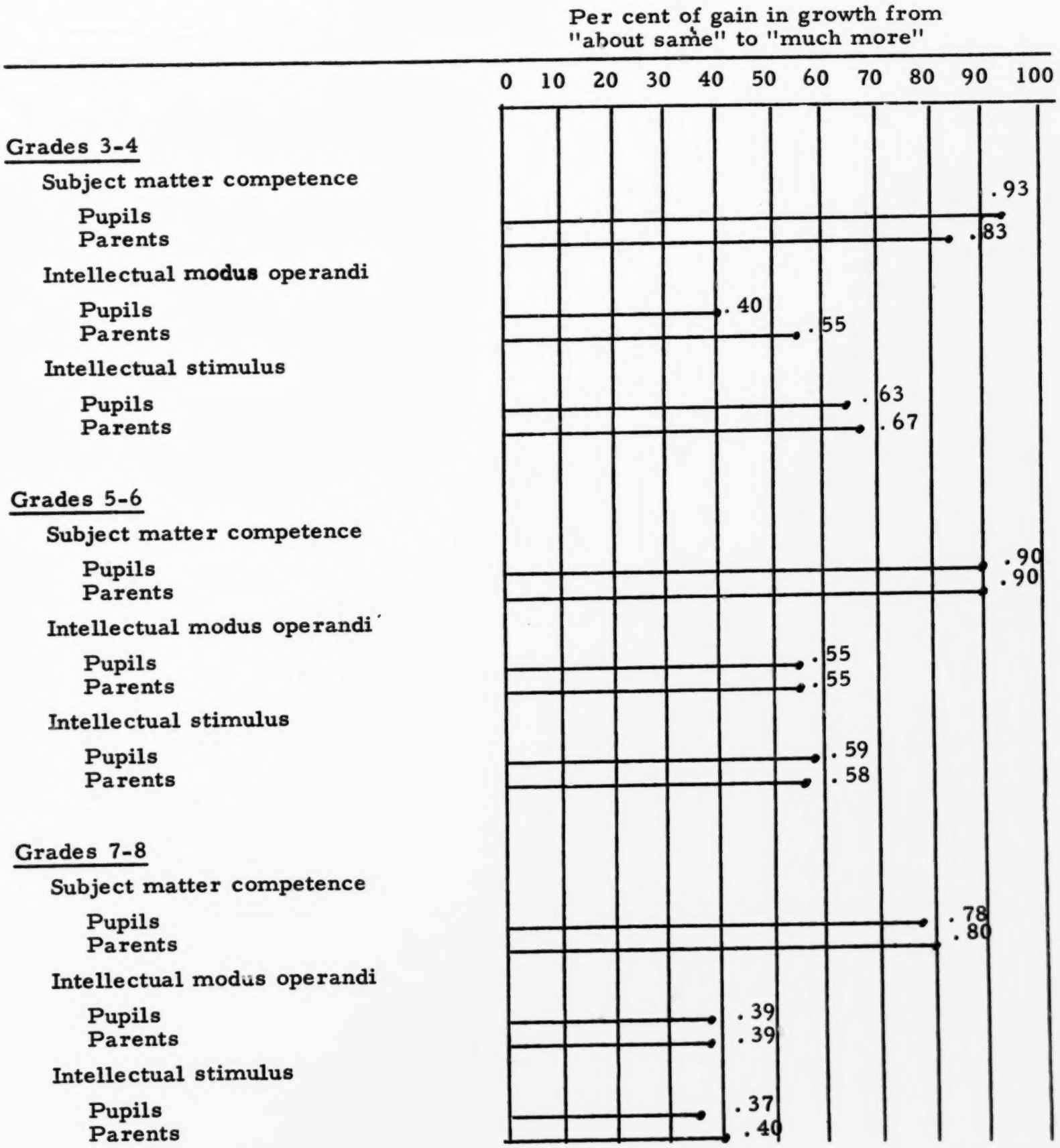
Question-naire Item	Pupil N = 56 X	Parent N = 52 Y	Rank Order Pupils' R_x	Rank Order Parents' R_y	Difference D	D^2
1	59	59	3	2	1.0	1
2	87	83	1	1	0	0
3	13	16	8	12	4.0	16
4	26	26	11	11	0	0
5	54	46	4	5	1.0	1
6	32	33	9	10	1.0	1
7	48	43	6	6.5	.5	.25
8	43	39	8	8.5	.5	.25
9	52	50	5	4	1.0	1
10	29	39	10	8.5	1.5	2.25
11	60	56	2	3	1.0	1
12	46	43	7	6.5	.5	.25
						Σ = 24

Spearman Rank Order

Correlation Coefficient rho = .9161

TABLE X

PUPIL SELF-EVALUATION
COMPARED WITH PARENT EVALUATION
OF PUPIL PERFORMANCE IN COGNITIVE AREAS



is high, with the greatest per cent of gain in growth reported by both groups in "subject matter competence," and least growth indicated in grades seven-eight in "intellectual modus operandi" and "intellectual stimulus."

Non-cognitive items 10 and 12 (relationships and attitudes) are charted in Table XI. Considerable difference is apparent between pupils' and parents' perception of gain in growth at third and fourth grade levels, whereas a close relationship exists between the responses of pupils and parents at both fifth-sixth and seventh-eighth grade levels.

From a speculative point of view, it is possible that inasmuch as items classified as non-cognitive require a somewhat different kind of self-observation on the part of pupils than do cognitive items. Younger, less mature children may be less able to assess their own gain in growth in these areas than their parents report they, themselves observe. Likewise, the self-evaluation of fifth-sixth and seventh-eighth grade pupils may more nearly approach the opinions of their parents. At any rate, per cents of growth reported by pupils, grades five through eight, and observed growth indicated by responses of parents in non-cognitive areas are remarkably uniform.

IDENTIFYING PROBLEMS; FUTURE PLANNING

The forms for pupils and parents both listed several items in addition to those dealing with pupil performance and growth. These items were in the form of questions and asked whether the programs had been helpful, whether enrollment in these classes had created problems, and whether the programs should be continued. Tabulated responses to these questions are given in Table XII. Considerable consistency may be noted between percentages reported by different grade levels.

Comments accompanied the responses. For example, noticeable increases in "created problems" at seventh-eighth grade levels appear to be the result of increased conflicts in participation in sports activities, parochial commitments, music and other private lessons in which children of this age are apt to be involved.

It will be noted that only seventy-nine per cent of third-fourth grade pupils answered "yes" to item 15, "Would you like to continue in a group like the one you had this year?" It is possible that some of the younger children interpreted the question to mean the repetition of the identical experience rather than a similar extended day class.

Even so, the marked increase in the expressed wish to continue in the program in grades five through eight as compared with grades three through four can be considered a strong endorsement of the experience.

TABLE XI

PUPIL SELF-EVALUATION COMPARED WITH PARENT EVALUATION OF PUPIL PERFORMANCE IN NON-COGNITIVE AREAS

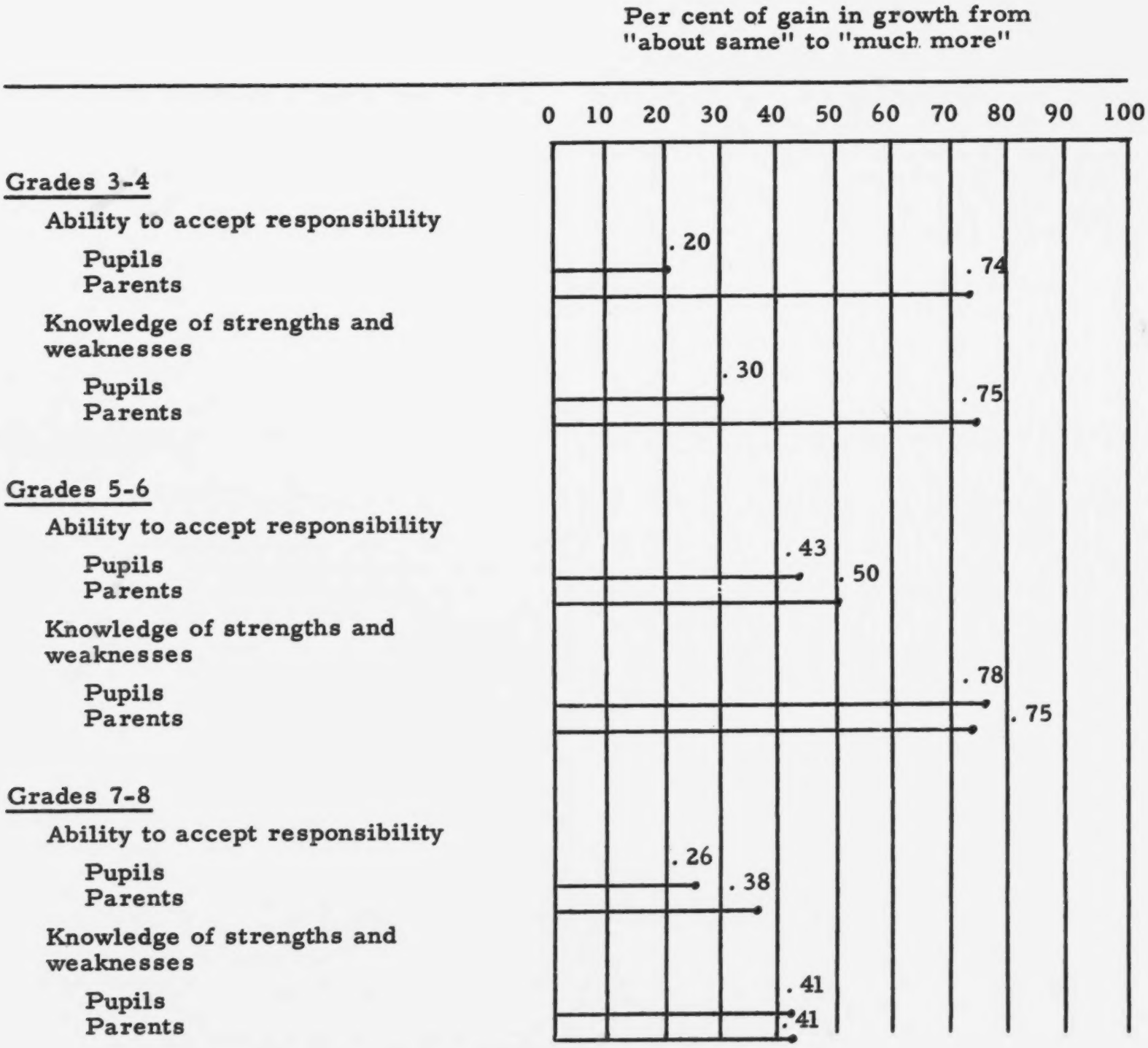


TABLE XII

EXTENDED DAY PROGRAM

PUPIL OPINION SURVEY, SELF-EVALUATION:

PROFIT, PROBLEMS, CONTINUATION

Grades 3-4

N = 43

	Boys				Girls				Total				
Question	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	
13*	21	.95	1	.04	21	1.0	0	0	42	.98	1	.02	Boys 22
14**	2	.09	18	.82	4	.19	16	.76	6	.14	34	.79	Girls 21
15***	16	.73	3	.14	18	.86	2	.10	34	.79	5	.12	

Grades 5-6

N = 46

13	29	.97	1	.03	14	.88	2	.13	43	.93	3	.07	Boys 30
14	3	.10	25	.83	2	.13	12	.75	5	.11	37	.80	Girls 16
15	28	.93	2	.07	15	.94	2	.13	43	.93	4	.09	

Grades 7-8

N = 56

13	28	.90	3	.10	24	.96	1	.04	52	.93	4	.07	Boys 31
14	11	.35	20	.65	14	.56	11	.44	25	.45	31	.55	Girls 25
15	29	.94	2	.06	21	.84	3	.12	51	.91	5	.09	

* Has being in the special class been helpful to you?

** Has being in the special class created any problems for you?

*** Would you like to continue in a group like the one you had this year?

Responses of girls compared with those of boys indicate a similar pattern although third-fourth grade girls show some tendency to be more positive in their endorsement than do boys. In grades five-six, the situation is reversed with boys reporting more gain than girls, and in grades seven-eight, boys appear to exceed girls in their desire to continue in a special, extended day program.

Responses of parents as to profit, problems and desire to have their children continue to participate in the program are shown in Table XIII. They are remarkably consistent at all grade levels and indicate strong endorsement of the program. It will be observed that not all the per cents add up to 100%, although the percentage of response is very high. This is because not all items were checked by all respondents. Problems expressed included transportation and scheduling of other commitments, but rarely were critical of the instructional aspects of their children's experience.

SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS

In summary, conservative conclusions would appear to be that:

1. Parents and pupils report considerable gains in growth, both cognitive and non-cognitive, as a result of participation in the program.

2. Parents' and pupils' perception of this growth are quite similar and consistent in the cognitive areas (skills of learning and knowledge) significant above the one per cent level of confidence.

3. Both pupils and parents report item four, "ability to find information" as an area of least growth. It is important knowledge to have in terms of future planning. It should be kept in mind, however, that these pupils all participate in instruction in library techniques and use of reference materials as part of their regular school day, and so may feel that the Extended Day Program does not materially add much more to their ability in this area. Their responses to item four should not be interpreted to mean that pupils lack any skill in ability to find information. However, the Director of Instructional Materials will work with school librarians to develop further procedures for use with these groups, and all teachers in the program will be encouraged to place more emphasis on this aspect of their instruction.

4. The lowest correlation appears to occur in the non-cognitive, self-appraisal items at third-fourth grade level.

TABLE XIII

EXTENDED DAY PROGRAM
PARENT OPINION SURVEY:
PROFIT, PROBLEMS, CONTINUATION

Grades 3-4
N = 40

	Question	Yes	%	No	%
13	Has being in the special class been helpful to your child?	36	.90	4	.10
14	Has being in the special class created any problems for your child?	7	.18	32	.80
15	Would you like to have him continue in a group like the one he had this year?	38	.95	2	.05

Grades 5-6
N = 50

		Yes	%	No	%
13	same	45	.90	5	.10
14	as	8	.16	40	.80
15	above	48	.96	2	.04

Grades 7-8
N = 52

		Yes	%	No	%
13	same	47	.90	4	.08
14	as	12	.23	38	.73
15	above	49	.94	2	.04

5. Reactions of boys and girls to the program are similar.

6. Profits accruing, from participation, considerably outweigh problems as reported by both parents and pupils.

7. Over 90 per cent of parents at all grade levels and pupils from grades five through eight indicate a desire to continue in the program. Seventy-nine per cent of third-fourth grade pupils report the same wish. These findings may be interpreted as a strong endorsement of the program.

OBSERVATIONS

As in the State Study, it is most important to emphasize the excellence of the pupil population. All data collected show that, in general, individuals selected for the study rank at the top of the school population in scholarship, interest in school and ability to relate to others. This excellence must be kept in mind in the evaluation of the responses.

Evaluation within the range of the total pupil population of the Beverly Hills Unified School District is necessarily different from evaluation within the highly select group. A pupil in the Extended Day Program might be at the very top of his age group in the total school population in interest in the subject area, ability to see relationships or enjoyment of learning; yet his self-evaluation may show no gain. Nonetheless, his performance may still be extremely high.

Growth on a broad scale is not involved. As in the State Study, what is measured is a constricted possibility for growth within the limits of extremely high bases. It is important, therefore, to keep in mind the element of high quality in an examination of the data presented. A further important point is that all ratings are ratings of increase and so indicate growth as a result of the year's work.

It is interesting to note that in the State Study, the greatest increases in growth occurred in grades five and six and in special classes outside the regular day and on Saturday. Least growth occurred in enrichment in regular classes. Findings in the Beverly Hills Unified School District, grades three through eight, correlate with these results and all classes in the Extended Day Program occur outside the regular school day.

In the California State Department of Education publication titled, Guidelines for Establishing and Evaluating Programs for Mentally Gifted Minors, Dr. Plowman describes the type of community especially adapted for scheduling special programs outside regular classes thus:

> A community interested in an educational program focusing guidance and instructional effort on the self-fulfillment and optimun development of each child.[4]

Beverly Hills might well be described as that type of community.

---

[4] Plowman, Paul D., Guidelines for Establishing and Evaluating Programs for Mentally Gifted Minors. Mimeographed. Sacramento, California: State Department of Education. September, 1962. p. 18.

BIBLIOGRAPHY

BIBLIOGRAPHY

1. _____. Educational Programs for Gifted Pupils. A report to the California Legislature Prepared Pursuant to Section 2 of Chapter 2385, Statutes of 1957. Sacramento: California State Department of Education, January, 1961. 274 p.

2. _____. "Evaluation of Special Classes for Gifted Children," Exceptional Children, 22:60-73, November, 1955.

3. Gallagher, James J. The Gifted Child in the Elementary School. Washington, D. C.: National Education Association, 1959. 32 p.

4. Lewis, Gertrude M. Educating the More Able Children in Grades Four, Five and Six. Bulletin of the U. S. Department of Health, Education and Welfare, Bulletin 1961, No. 1. Washington, D. C.: United States Government Printing Office, 1961. 84 p.

5. Martinson, Ruth A., et al. Special Programs for Gifted Pupils. Bulletin of the California State Department of Education, Vol. XXXI, No. 1. Sacramento: California State Department of Education, January, 1962. 110 p.

APPENDIX A

CRITERIA ESTABLISHED BY THE STATE FOR IDENTIFICATION OF STATE GIFTED MINORS

Grade Three

Individual intelligence test with score of 130 or above.

Grades Four Through Eight

Group test of mental ability yielding a score at or above the 98th percentile plus a score at or above the 98th percentile on a standardized test of reading or arithmetic achievement.

CRITERIA FOR RECOMMENDATION OF PUPILS WITH HIGH ACADEMIC ACHIEVEMENT AND SPECIAL TALENTS AND INTERESTS FOR DISTRICT EXTENDED DAY PROGRAMS

1. Standardized Test Reading Comprehension Score of 85th percentile or above.

2. A student in reading. A strong B student who meets other criteria should not be eliminated.

3. High academic performance in all subjects with grades of A and B.

4. I. Q. 120 or above on a group test or 125 or above on an individual test.

5. Strong teacher recommendation based on:

   a. High general ability.

   b. Evidence of a high degree of sustained interest including drive and motivation for learning about one or several subject areas.

   c. Social maturity, emotional stability and physical health to enable a pupil to carry the added work and responsibility of extended day programs.

   d. Careful consideration of the pupils' total academic and extra curricular load.

The criteria should be followed as closely as possible to avoid the undesirability of dropping pupils from the program if it should become evident that they are not profiting from the experience.

However, an individual student may be so well-qualified in three of the first four items that it seems wise to recommend him even though he does not meet a given criterion exactly as specified. All recommended students should qualify in item 5 and its sub-points.

APPENDIX B

PUPIL SELF-EVALUATION

Last name	First name	Grade	Age	Special class

Please think about the special class in which you have been a student for the past two terms and rate yourself on the following items. Circle the number in the column which best describes your opinion about the value of the class to you. You may have difficulty in responding to some of the items. Please make the best estimate you can.

	Much less	Less	About same	More	Much more
1. Interest in the subject area (Literature, history, science, arithmetic)	1	2	3	4	5
2. Knowledge of the subject area	1	2	3	4	5
3. Interest in school	1	2	3	4	5
4. Ability to find information	1	2	3	4	5
5. Ability to see how things go together (see relationships)	1	2	3	4	5
6. Ability to work well by myself	1	2	3	4	5
7. Ability to judge the usefulness of facts	1	2	3	4	5
8. Enjoyment of learning	1	2	3	4	5
9 Curiosity about learning new things	1	2	3	4	5
10. Ability to accept responsibility	1	2	3	4	5
11. Interest in experimenting or using new ideas	1	2	3	4	5
12. Knowledge of my strengths and weaknesses	1	2	3	4	5

Please answer the questions that follow:

13. Has being in the special class been helpful to you? Yes ____ No ____
Please explain.

_____

_____

14. Has being in the special class created any problems for you? Yes ____ No ____
Please explain.

_____

_____

15. Would you like to continue in a group like the one you had this semester? Yes ____ No ____
Please explain.

_____

_____

16. What changes, if any, would you suggest?

_____

_____

IWD: pf

PARENT EVALUATION
OF EXTENDED DAY PROGRAM FOR
PUPILS WITH SPECIAL TALENTS AND INTERESTS

Pupil's name _____ Class in which enrolled _____

As a result of your child's participation in the special class listed above, please rate him/her on the following items. Circle the number in the column which best describes your observation. You may have difficulty in responding to some of the items. Please make the best estimate you can.

Observation	Much less	Less	About same	More	Much more
1. Interest in the subject area (Literature, history, science, arithmetic)	1	2	3	4	5
2. Knowledge of the subject area	1	2	3	4	5
3. Interest in school	1	2	3	4	5
4. Ability to find information	1	2	3	4	5
5. Ability to see relationships	1	2	3	4	5
6. Ability to work well by himself	1	2	3	4	5
7. Ability to judge the usefulness of facts	1	2	3	4	5
8. Enjoyment of learning	1	2	3	4	5
9. Curiosity about learning new things	1	2	3	4	5
10. Ability to accept responsibility	1	2	3	4	5
11. Stimulation to experiment and/or use new ideas	1	2	3	4	5
12. Knowledge of his own strengths and weaknesses	1	2	3	4	5

Please answer the questions that follow:

13. Has participation in the special class helped him? Yes ____ No ____
Please explain.

_____

_____

14. Has participation created problems for him? Yes ____ No ____
Please explain.

_____

_____

_____

15. Would you like to have the program continued? Yes ____ No ____
Please explain.

_____

_____

_____

16. What changes, if any, would you suggest?

_____

_____

_____

Name_____

Address_____

Telephone_____

IWD:pf